

# Washington Community and Technical Colleges

## Performance Reporting Plan

### 2001-2003 Biennium Targets

#### Background

Washington's community and technical colleges are committed to continuous improvement of performance related to closing the skills gap, playing a key role in preparation for bachelor's degrees, and helping those in need of literacy skills and English as a second language skills to gain those skills. In the 2001 Budget Act (§601(8)), the Legislature requires that:

The state board for community and technical colleges shall develop a biennial plan to achieve measurable and specific improvements each academic year as part of a continuing effort to make meaningful and substantial progress to achieve long-term performance goals. The board shall set biennial performance targets for each college or district, where appropriate, and shall review actual achievements annually. Colleges shall track their actual performance on the statewide measures. A report on progress towards the statewide goals, with recommendations for the ensuing biennium, shall be submitted to the fiscal and higher education committees of the legislature by November 15, 2003.

This language is essentially the same as the 1999 Budget Act, which sets these targets:

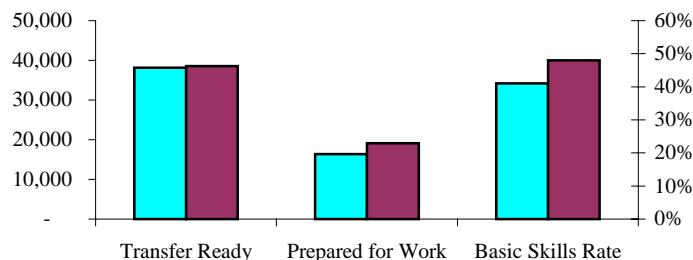
- **Academic students prepared to transfer** to baccalaureate institutions based on minimum required grade point average. Long-term legislative target: 50,000 students prepared to transfer per year.
- **Basic skills students who demonstrate substantive skill gain** as a result of their adult basic education (ABE) and English as a Second Language (ESL) instruction. Long-term legislative target: 80% demonstrate substantive skill gain (basic skills rate).
- **Students prepared for work** as measured by vocational degrees and related certificates awarded, including achievement of industry skill standards. Long-term legislative target: 25,000 prepared for work per year.

In March 2001 the Board adopted Resolution 01-03-05 approving the 2003 system targets, a process for setting district targets and a recognition program for meeting high performance targets. In June 2001 the Board adopted Resolution 01-06-10 approving the 2003 transfer and workforce district targets. The Basic Skills targets were proposed through the Literacy Request for Proposal administered by the Office of Adult Literacy (OAL) and were presented to the Board in October 2001.

#### Achieved 2001 System Targets

The system exceeded the 2001 targets in all three areas.

**2001 Performance Targets and Outcomes**



	2001 Target	2001 Result
Prepared for Work	16,200	19,130
Transfer Ready	38,000	38,534
Basic Skills Rate	41%	48%

## **System 2001-03 Targets**

The same System Task Force for Performance Reporting that developed the system response to the 1997 Budget Act requirement for performance funding, and that developed the proposal for the measures that were adopted in the 1999 Budget Act, oversaw the process of setting system and district performance targets. The state level targets were reviewed and approved by the State Board in March 2001.

The System Task Force used the principles established for the 1999-01 performance targets to review the 2001-03 district targets:

- The proposed targets are “High Performance” targets. The level of increase varies by district based on different demographic and economic circumstances.
- A few districts set targets that represent a **differential emphasis related to the three mission related goals** consistent with their institutional effectiveness plans (or other college priorities).
- Districts are sharing relevant strategies that will be used throughout the biennium to achieve the targets. These strategies may be viewed on the Performance Improvement section of the SBCTC home page <http://www.sbctc.ctc.edu>. Also available at the site is the name and email address of the contact person for each strategy.

**Workforce Goal: Students prepared for work** as measured by vocational degrees and related certificates awarded, including achievement of industry skill standards. The aim of this goal is to fill the “skills gap.”

Data from employer surveys and focus group interviews plus analysis of the state’s labor demand data consistently demonstrate a fairly large gap between the number of workers prepared for middle-level jobs and the number needed. For example, firms would hire additional nurses, automotive technicians, web-designers, computer network technicians, paraprofessional teachers, and secretaries if more were trained.

Achieving this goal is especially challenging given the state’s current demographics. The number of people in the state’s population of the age most likely to train for middle-level jobs (25 to 34 years of age) is smaller today than in the past and will remain so for several more years. Colleges must market to students outside the traditional age groups or encourage larger percentage of the traditional age group to enroll. Despite these difficulties, the community and technical colleges are committed to meeting the challenge of training more workers at this middle level to meet the state’s needs.

### **Definition of prepared for work:**

Students leaving college vocational preparatory programs (excluding international students) with the following level of training completed:

- 1) Students who have left college after completion of a vocational degree or certificate, apprentice program (including Exit Code 4) or unique program completion as identified by Exit Code 9.
- 2) Majors in vocational programs that have left college after completion of 45 vocational college-level credits with a GPA of 2.0.

**Target and Timeline:** The new system target for improvement by 2001-03 is to increase from 16,200 to 18,000 students prepared for work by the end of the next biennium.

This workforce target is the same substantial growth rate set for the current biennium – 11%. Some of the growth will be due to continued change in reporting, but most of the growth will come from other strategies including increased training via continuing education that raises skill levels to industry or employer approved standards. Due to the economic decline that began in 2001, the colleges will also respond to the training needs of dislocated workers.

**Basic Skills Goal: Basic skills students who demonstrate substantive skill gain** as a result of their adult basic education (ABE) or English as a Second Language (ESL) instruction and high school equivalency (GED). Examples of skills gain:

**Definition of substantive skill gain:** The basic skills rate describes the extent to which basic skills students gain one competency level in at least one subject area during the year. Basic skills students, English as a Second Language (ESL), Adult Basic Education (ABE) students, or high school diploma equivalency (GED) are included in the official enrollment counts. Subject areas include reading, math, writing, and listening within ESL or ABE classes.

- An ABE student, able to write simple sentences and provide basic information on forms at the start of classes, is now able to demonstrate ability to write in paragraphs as part of short reports or informal memos.
- An ESL student, who at the start has the ability to recognize simple English words, is now able to demonstrate the ability to read and understand English information on everyday topics to meet basic needs.
- A GED student, who lacks a high school diploma, passes the GED math test, progressing towards GED attainment.

**Targets and Timeline:** The system target for improvement by 2001-03 is to move from 41 percent to 48 percent. This gain was based on the level as stated in the State Plan for Basic Skills (a plan required for the federal dollars that help fund the basic skills programs).

The basic skills gains being measured are both substantive and rigorous. Achieving the long-term basic skills goal is the most challenging of the three performance goals. ESL is the most difficult area, as students require more hours of instruction to make gains than either ABE or GED students. As the system focuses on improvement it is also working to develop and implement a new assessment system by July 2002. In the interim, the system is paying close attention to rate trends, expecting that the new assessments may change the baseline.

Definition of prepared to transfer:  
Earned 45 or more college-level credits with a GPA of 2.0 or higher and coded as a transfer student (Kind of Student code of T) in last quarter of enrollment for the year. This group includes students (about 55 percent of the group) who will continue on at the college for another year or more.

**Transfer Goal: Academic students prepared to transfer** to baccalaureate institutions based on minimum required grade point average.

**Target and Timeline:** The system target for improvement by 2001-03 is an increase of 3,250 transfer-ready students (from 38,000 to 41,250).

This transfer target is a significant commitment for a faster rate of growth than was set for the current biennium – 8.6% new growth target for 02-03 versus a 7.5% growth set for the current biennium.